CLASSROOM OBSERVATION SUCCESS INDICATORS

A companion guide to the classroom observation form

CLASSROOM ENVIRONMENT		
Indicator	*Description*	*Indicators of Success*
safety	The classroom is safe. The teacher is highly proactive in anticipating and addressing possible safety concerns.	• Work space is free from obstacles-i.e. cords, etc. • Learning tools are available but safely displayed and easily accessible.
order	Teacher arranges physical resources and uses teaching aids (e.g. technology, projection devices, displays, lab areas) skillfully and all learning is equally accessible to all students.	• Equal access to classroom materials and resources • Teaching aids have a place and are easily accessible for the teacher so transitions are smooth.
visible and invisible structures	Teacher's clear vision and explicit communication of expectations, creates an invisible structure in the classroom that will produce a visible culture of order and discipline where learning can thrive	• Room has student resources neatly and intentionally placed to support learning. • Room has desks or tables arranged for collaborative and cooperative groupings. • Sections of the room are clearly identified for different types of work (e.g. reading area, computer work, etc.)
academic atmosphere	The teacher supports a culture where instructional outcomes and classroom interactions convey high cognitive expectations for most students. Students engage in work of high quality and demonstrate enthusiasm and effort in completing work.	• Learning objectives are posted • Academic supports (e.g., wall posters) are clearly displayed. • Student learning goals are displayed and/or charted. • Teacher and students set goals for learning that are attainable and with high expectations
student-centeredness	Student collaboration is valued and highly encouraged through purposeful classroom arrangement and instructional activities. The teacher is a co-learner. Students are encouraged to reflect and synthesize what they are learning to encourage deeper understandings. Teacher responds to lack of student-engagement with flexibility and	• Students have access to other students during learning time • Students interact with others and discuss content collaboratively. • Procedures for group work is evident • Teacher is the "guide on the side" rather than the "sage on the stage" • Content of lesson is interesting and relevant to students.

	intentionality. Teacher honors student strengths and passion.	• Students share how content relates to their perspective and backgrounds • Students take risks by asking questions or proposing non-traditional ways of thinking.
peer support	Students are arranged in collaborative work groups to support each other and have academic conversations	• Student desks are arranged in groups. • Students help each other with procedures as well as content. • The teacher encourages student to student support systems. • Students discuss content with each other.
purposeful/practical space arrangement	The selection and arrangement of student furniture accommodates a variety of learning activities and student collaboration. Traffic flow is primarily smooth.	• The furniture in the room is student centered with multiple areas for work and collaborative groups along with areas of differentiation.
student-work displays	Student created work exemplars are displayed as a reference for students aligned to the currently taught standards.	• Student work exemplars are posted and are objective driven and aligned to what is being currently taught

CLASSROOM CULTURE		
Indicator	*Description*	*Indicators of Success*
high expectations	High expectations for learning and behavior are identified and shared with all students	• Clear expectations for acceptable student behavior and classroom procedures are established, communicated, modeled, and maintained. • Classrooms are task-oriented while the social and emotional needs of students are met through mutual respect and rapport. • Classroom schedules are followed, activities are organized, transitions between activities are smooth, and instruction is bell-to bell.

		• Students ask probing questions about content and their individual work
achievement	Teacher sets the academic expectations. Goals for achievement are identified and shared with all students.	• Learning targets are clearly connected to learning activities and IN standards and are stated in terms of student learning. • Learning targets and activities reflect different types of learning. • Teacher plans ways for students to assume responsibility for their own learning. • Teacher uses exemplars of high quality.
rigor	Task and assignments are varied and progress in both difficulty and complexity for all students. There is a high level of thinking that is facilitated by the teacher.	• Tasks follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge (DOK) Levels (e.g., DOK 1 Recall and Reproduction, DOK 2 Skills and Concepts/Basic Reasoning, DOK 3 Strategic Thinking/Complex Reasoning, and DOK 4 Extended Thinking/Reasoning). • Tasks and assessments meet each benchmark's Cognitive Complexity rating (e.g., low, moderate, or high). • Teachers use inquiry methods to promote conceptual change and a deeper understanding of the content. • Students are provided with specific expectations, such as scoring rubrics, to provide students with expectations as to how class assignments are to be completed, the form in which they are to be presented, and the quality of the final product. • Students use content specific vocabulary and concepts from other disciplines to connect their work.
relationships	Meaningful interactions and interpersonal connections occur between teachers and all students	• Learning activities and instructional strategies are informed by knowledge of students' skills, interests, cultural backgrounds, language proficiency and exceptionalities. • Students volunteer for tasks and show excitement about being in class. • Students take risks in their learning without fear of negative

		responses from the teacher or peers.
respect	Ideas, thoughts, and learning is appreciated by and from all students	• The teacher respects students and conveys personal acceptance of each student. • The teacher greets students by name. • The teacher is aware of personal goals, interests and activities of students and builds classroom connections. • The teacher engages students in specific classroom-community and trust-building activities (e.g. shared chores). • The teacher holds high expectations of students which are clearly articulated. • Students are engaged in specific activities to build positive peer relationships, like peer tutoring, social groups, and after-school activities. • Students are engaged in specific activities to build positive student-staff relationships, including mentoring and tutoring. • The teacher quickly addresses potential problems in the classroom. • Students show respect with non-verbal cues (e.g, raising hand, eye contact) and don't use negative language towards their peers.
tolerance	Ideas, thoughts and learning is accepted by and from all students	• Instructional strategies reflect and respond to cultural values, experience and learning styles of students in the class. • Opportunities for community engagement are a priority for school and teachers. • Teacher recognizes his/her cultural biases and is aware of how those biases may impact classroom management. • Teacher response to student behavior reflects an awareness of cultural differences in verbal and nonverbal cues. • Teacher understands the cultural components of the "conflict-cycle" and intentionally avoids escalating

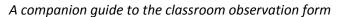|		
		interactions • Classroom establishes a system for regular home-school communication. • Students engage in self-study and learn about the norms and values of their culture.
collaboration	Purposely engaging all students in learning with other learners	• Teachers incorporate collaborative structures (e.g., think-pair-share), working in pairs, triads, and quads on tasks aligned with the standards during guided practice. • Students are active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data. • Teachers make adjustments to instruction (e.g., pace, modality, questioning, and collaborative structures) for all students in the classroom based on student engagement throughout a lesson. • Students engage in "accountable talk" to show, tell, explain, and prove reasoning during modeled instruction and guided practice.
urgency	Effectively creates a positive sense of urgency in classroom performance	• Use time limits for tasks • Set specific, daily goals • Students are knowledgeable of classroom progress, test scores, grades, etc. • Students are motivated to work hard • Students receive verbal and/or written praise to reward students for their efforts • Students demonstrate intrinsic motivation • Students have internalized the value of hard work • Students demonstrate pride in their accomplishments

IMAGINING
the possibilities.
MAKING THEM HAPPEN.

Indiana
Department of Education

BEHAVIOR MANAGEMENT

Indicator	Description	Indicators of Success
efficiency	Behavior management does not interfere with instruction.	• Students transition quickly to complete tasks without disruption. • Teacher provides explicit instructions to increase efficiency.
effectiveness	Appropriate behavior techniques are utilized in such a way that student behavior is modified effectively.	• Student's respond promptly and positively to behavior management techniques.
respect	Positive Relationship (student to student/teacher to student/ student to teacher) Polite language is used in the classroom Good Rapport	• Teachers are responsive to student needs by making necessary adjustments based on the body language and non-verbal cues of their students. • Teachers and students are using polite language with each other and visitors. • Teachers demonstrate good rapport with the students. (Ex. humor, positive facial expressions, questioning)
rules and routines	Students know, understand and demonstrate classroom expectations.	• Posted rules or expectations (Ex. PBIS Charts) • Posted behavior management system (Ex. Class DoJo, Clip Chart, PBIS Charts) • Evidence of rules and routines are demonstrated by students consistently. • Students stay in learning space; listen for directions • Teacher is explicit in instructions for learning tasks.
compliance	Student behavior aligns with posted expectations.	• Teachers address behaviors not aligned to posted expectations. • Teachers reinforce positive student behavior. • Students follow directions given without disruption.

INSTRUCTIONAL EXECUTION

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Indicator	*Description*	*Indicators of Success*
objective-driven	Objectives are standard driven and aligned to IN State standards. They include a high level of rigor.	- Teacher posts and refers to the lesson objective multiple times during the lesson. - Rigorous lesson objectives are written to align to the IN state standards. - Students can verbalize the objective of the lesson.
knowledge or skill development	Students are working building their skills and knowledge through rigorous tasks.	- Teacher identifies appropriate types of knowledge for skill development. (ie: introductory knowledge vs. complex analysis) - Students are provided the opportunity to show mastery of skills or progression of knowledge through rigorous tasks.
levels of connections being made	lesson connects to real-world context, other content areas, and students' personal interests	- Teacher provides real-life scenarios and examples to connect content to the lesson. - Teacher provides direct instruction with vocabulary terms to connect content to examples. - Students can articulate connections to their own lives to provide a context for relevance of the lesson.
rigor	Tasks and assignments are varied and progress in both difficulty and complexity for all students. There is a high level of thinking that is facilitated by the teacher. Critical thinking and problem solving are embedded into the lesson.	- Teacher asks higher order questions that follows Blooms and DOK levels. - Teacher plans for and encourages academically challenging problem-solving tasks that require students to provide evidence. - Instructional models are varied, providing both procedure and application opportunities. - Text complexity for reading areas is appropriate. - Tasks are complex and require students to address content in unique and multiple ways. - Students work towards application of new knowledge rather than rote memorization of facts.
differentiation	All students are provided equal access to material and instruction that is at their instructional levels.	- Teacher facilitates whole group, small group, and individual work that provides students with work that is relevant to their levels, interests, and learning styles. - Teacher is aware of different types of learners in the classroom

		• and provides multiple layers of instructions based upon the needs of students. • Curriculum is differentiated in multiple ways (content, process, and product) • Students show their understanding in a multitude of ways (e.g. worksheets, computer tasks, projects, verbal questioning, etc.)
student practice	Students are actively engaged in a task that provides opportunities to apply new knowledge	• Students are engaging in the new knowledge learned through practice. • Teacher assigns tasks that are aligned to the objective. • Teacher provides a gradual release of responsibility to students.
pacing	The lesson follows a smooth pace transition time is limited.	• Teacher continuously moves the lesson along while addressing student learning questions. • Teacher provides adequate wait time for student responses. • Disruptions are limited because the teacher has provided clear expectations and directions for their tasks.
checking for understanding	The teacher regularly checks students' progress throughout the lesson to determine understanding.	• The teacher utilizes higher order thinking questions to check understanding of student learning and remediates as necessary. • The teacher quickly addresses misconceptions that occur. • Teacher provides feedback to students on knowledge gains. • Formative assessment tools are used throughout the lesson • Uses rubrics to guide students in their own understanding. Students understand how they will be assessed.
higher order thinking	Discussions, questions, and comments are indicative of higher level cognitive processing	• The teacher utilizes higher level questions from Bloom's/DOK to garner student responses. • The teacher pushes students to dig deeper, go further, and ask bigger questions to deepen their knowledge. • Students question each other to lead to a bigger conversation. They do not accept one way to solve a problem.
students interests and backgrounds	The lesson provides students options and relates to student life experiences and perspectives.	• The teacher builds the lesson to align to student interests and backgrounds. • The teacher builds background for new knowledge.

		• Students are provided multiple options for engaging in the content. • Digital tools and technology are utilized as part of the lesson and student work time.

ENGAGEMENT		
Indicator	*Description*	*Indicators of Success*
"on-task"	Students are actively participating in the learning activities proposed by the teacher.	• Pacing of the lesson is balanced to keep students' attention. • Students make eye contact with the teacher and respond to questions posed by the teacher and/or peers. • Students participate in multiple ways to show mastery of new knowledge (written work, verbal questions, discussions, experiments, projects, etc.) • Teacher provides hands-on experiences for students to learn and practice new content. • The teacher scaffolds instruction to ensure all students have equal access to the work. • The teacher constantly monitors for student attention and redirects off-task students via verbal and non-verbal cues.
students' personal interest level	The lesson content, material, activities and instructional methods connect with students' interests, strengths and backgrounds.	• The students demonstrate enthusiasm and excitement about the content. • Students interact with and react to the material on a personal level. • The teacher demonstrates enthusiasm and intensity. • The teacher verbalizes the connections while presenting lessons and intentionally relates content to student interests • The teacher encourages students to respond frequently. • The teacher varies instructional strategies and includes materials

		and activities that promote active engagement. (ie: games, controversy, debates, etc.) • The teacher provides opportunities for students to engage in work that is their own design. (ie: projects)
making relevant connections	The lesson provides opportunities for students to find connections among themselves and within the subjects and tasks that the teacher asks them to perform.	• Students verbalize the connections they discover • The teacher activates students' background knowledge/schema to connect the new subjects/activities • Teacher verbalizes real-world and other content connections while presenting lessons. • The teacher encourages students to make real world connections. • The teacher provides various complex tasks that require application of knowledge.

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<u>Resource List</u>

Brookhart, Susan. (2010). How to assess higher order thinking skills in your classroom. Alexandria, VA. Association for Supervision and Curriculum Development (ASCD).

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Payne, Ruby. (1996). A framework for understanding poverty. Highlands, TX. Aha! Process, Inc.

Tomlinson, Carol Ann & Allan, Susan. (2000). Leadership for differentiating schools & classrooms. Alexandria, VA. Association for Supervision and Curriculum Development (ASCD).

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